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for

THE EDUCATION OF THE BLIND

Vol. I February, 1952 No. 3

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FOR

THE EDUCATION OF THE BLIND

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The International Journal for THE EDUCATION OF THE BLIND is a professional magazine of methods, techniques and research for teachers and workers in the field of the visually handicapped. It is incorporated under the laws of the State of New York to create a medium for the free expression of the progress or the need for progress in the field of the blind. It is intended to provide opportunities for the free exchange of ideas, suggestions, and achievements in the area of the visually handicapped; to disseminate information and the findings of research and experiment relative to the methods and techniques in the education and training of the blind; to give recognition (through awards or otherwise) for outstanding contribution and service to the cause of the blind. In general, to encourage the advancement and uniformity of the methods of teaching and assisting the blind; to foster a greater national and international consciousness and understanding of the problems and well-being of the blind throughout the world; to stimulate interest, research and creative effort affecting the education and training of the blind and to encourage thoughtful and enlightened endeavor to achieve this end.

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THE PURPOSES AND FUNCTIONS OF THE JOURNAL

The Purposes: To create a medium for the free expression of the progress in the field of the blind. To provide opportunities for the free exchange of ideas, suggestions and achievements in the area of the visually handicapped. To disseminate information and the findings of research and experiment relative to the methods and techniques in the education and training of the blind. To give recognition (through awards or otherwise) for outstanding contribution and service to the cause of the blind, to foster a greater national and international consciousness and understanding of the problems and well-being of the blind throughout the world. To stimulate interest, research and creative effort affecting the education and training of the blind, and to encourage thoughtful and enlightened endeavor to achieve this end.

The Functions: To gather information, scientific data and material relative to the advancement of the methods and techniques employed in the education and training of the blind, and to print the facts impartially. To present, without bias, the views and conclusions of leaders and others in the field of the blind and in other fields looking towards improving educational standards for the blind, to accord equal opportunity for expression to both minority and majority opinions and to maintain at all times an editorial policy consistent with these principles. To encourage, through public recognition, awards or otherwise, research enlightened thinking and literary effort in matters affecting the educational problems of the blind.

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*Excerpts from the Articles of Incorporation of the Journal under the laws of the State of New York.

MUSIC IN A CURRICULUM FOR THE BLIND

A Discussion of the Place of Music in the Curriculum and the Relative Importance of Applied and Theoretical Music Courses.

By MARY WEIR

In 1928 at its twenty-fifth anniversary, the Music School Settlement of New York City's east side published a startling survey: of the 30,000 children who had been enrolled in the school, not one had ever appeared in a Juvenile Court on charges of delinquency. Four years ago, discovering that this record had remained unbroken, Mme. Olga Samaroff-Stokowski, the late pianist-teacher, became curious. She sent questionnaires to penal institutions throughout the United States and was further amazed by her findings. Of the eleven institutions which replied, only four contained prisoners with any musical training at all. Sing Sing reported the highest figure: 19 out of 2,408 inmates.*

The belief in the capacity of music to work miracles runs through all antiquity. In 500 B.C. Confucius said, "If you would know whether a country is well governed and of good morals, listen to its music." And in ancient Greece Pythagoras placed music with astronomy, arithmetic, and geometry in the quadrivium of sciences to be mastered by every student.

Although countless observations and conclusions such as these have been made throughout history as to the place of music in society, it is only within recent years that they have been supported by vitally important scientific evidence. In 1923 Hans Berger demonstrated that brain waves are constant in frequency and cause the brain to function in rhythm. It has since been observed that musical rhythm has a profound effect on brain rhythm and can thereby influence the entire function of the brain. It is believed that such emotional states as extreme depression and delusion can be dispelled by music, thus substituting a more healthful state of mind and stimulating the brain to a point of conscious attention.*[2] On the basis of this principle music has become very effective in this treatment of mental diseases.*[3]

This physiological theory seems to explain and confirm the accepted fact that music relaxes and rests the mind, and helps clarify problems. It has been observed, too, that students who give up music to devote more time to other subjects, more often than not, make lower grades than before.*[4] It is very probable that in giving up music they lose the healthy mental stimulation it provides. This seems to explain why students who are musically talented are able to participate successfully in so many activities.

Work in these fields has only just begun, but already there is proof that, as a study, music is immensely valuable. Moreover, there is the obvious point that it is so enjoyable and engrossing to those who seek an understanding of it. In the face of these facts it seems strange that music is often not given the emphasis it merits in the curriculum of the average high school. However, as a branch of study, music is almost unique. Hence there is often a serious lack of understanding of the processes involved in teaching this subject, with the result that it is sometimes difficult to obtain the necessary funds and student time for real accomplishment.

The whole theory of music education is based on the fact that the art is intangible. To make its technicalities understandable, each small detail must be isolated for close examination and analysis. The student must be trained from several different angles. He usually studies an instrument, which, in itself, is very difficult and time consuming. But unless this training is accompanied by a general knowledge of the way music is constructed, he will really

Miss Mary Weir is a graduate of the Eastman School of Music at Rochester, New York and holds a master's degree from Columbia University. Miss Weir teaches music theory and piano at the New York Institute for the Education of the Blind.

understand little of this abstract art with which he is working. It is only with the additional aid of theoretical study that the average student can adequately perform a five minute solo or do his part in any group activity with real intelligence or assurance. It would surprise the casual listener to find that a seemingly easy performance requires so very much background and preparation. Any musician, whether he be instrumentalist or singer, besides being highly trained in his special medium, must have a thorough knowledge of the theory of music.

The New York Institute for the Education of the Blind has been noted for many years for its extremely active music department. The department was organized and developed about 1870 by the famous orchestral conductor, Theodore Thomas.

It is interesting to note that by 1879*[5] a far-sighted educator had established a position in the school for a teacher of music theory. Throughout the years this branch of study has proved its worth beyond any doubt. Perhaps its greatest value lies in the fact that it prepares the average student to take part in group activities for which his natural ability might not have sufficed. In almost any school, the proportion of exceptional talent is not sufficient to maintain a good ensemble group and it is therefore important that every bit of ability be developed. In view of Mme. Samaroff's survey mentioned above, musical training for all children is of the greatest importance to society in general. Thus it becomes an obligation of a school for the blind to develop this musical ability in every child in accordance with his native endowment and interest. It seems additionally important, that such a school feature an active theory section in its music department. A student needs the confidence and assurance which are derived from thorough theoretical knowledge and the training to understand clearly whatever musical situation he may find himself in. It is precisely in the study of theory that this knowledge is gained.

In the New York Institute the study of musical theory is considered a necessary and indispensable adjunct to the pursuit of all musical branches. Further recognition of this is the fact that the New York State Board of Regents grants credit for practical music courses such as piano, voice, etc., only when taken in conjunction with a theory course. This work includes an intensive three year study following the outline recommended by the New York State Board of Regents. The first year of the program is called *Rudiments of Music.* In this course the student is taught to write music correctly; he is taught the various keys and scales upon which the pieces he plays are constructed; he learns to write and recognize all types of rhythms; he is taught to experiment with this knowledge by composing exercises and bring examples to class from his current instrumental studies. He learns in ear training to write melodies by hearing them played or sung. This greatly clarifies his musical thinking. He learns all the usual signs and symbols found in any kind of music. One of the very important activities is transposition, in which the student learns to change music from one key to another. This is essential to pianists and organists in accompanying community singing, and to instrumentalists in groups where certain instruments are built on different key systems. If he is blind, he is taught enough about printed music to avoid any confusion in terminologies and he is shown examples of the staff by means of raised equipment. In all this work the key board makes an excellent substitute for the blackboard and serves as the center of activity. The Braille writer has been found to be much more convenient than the slate in ear training because of the necessity of checking the exercises so frequently.

The second year of training, *Harmony I,* is a continuation of Rudiments. Elements of simple composition are added. Students are taught several techniques of writing melodies and they practice these new ideas extensively. At the same time the beginnings of four part harmony are introduced. The course is conInstructed in a way to develop good musical taste.

Harmony II, the third year of study, continues in this direction and, being difficult, is usually recommended only to students with some natural gift for music. The difficulty lies in the complex relationships between the many chords and inversions of four-part harmony. At first, the student is permitted only a limited musical vocabulary until he examines, under close supervision, the many details of his subject matter. As he becomes more advanced, he is taught to use more and more material until he has a great choice of chords at his command. As each new chord is introduced, freedom in the use of these harmonies is increased, and to a receptive student this expanded musical vocabulary is highly stimulating.

At this point in his training he is usually proficient enough to play at the keyboard any chord progression required. He learns to write four-part harmony exercises by hearing them played. A logical system has been devised for working out figured bass*[6] exercises in Braille. The course concludes with the New York State Comprehensive Music examination which covers the entire three years study and carries three points of State Regents credit.

Besides the time spent in covering the prescribed subject-matter of these harmony courses, a class period, at least every two weeks, is devoted to record listening. These sessions begin with brief explanatory remarks which discuss not only the harmony, but the form and style of the music. The records are drawn from early music to that of modern times. Considerable time is spent with contemporary music, and in connection with this, outside musicians, active in the field, are invited to the school to discuss and illustrate current popular forms. The students also have the privilege of attending concerts in the city, as well as hearing programs at the school performed by visiting artists. In this respect the New York Institute is fortunate in its location amidst great musical activity.

This program may seem extensive to the layman, but only because the complexity of the subject is not generally understood. The first two years of the courses described above represent the very minimum of training which every student should have while a knowledge of the subject matter of the third year, Harmony II, is necessary even for a good amateur musician, to say nothing of those specially talented students who expect to follow music professionally.

There is ample evidence that, throughout history, music has occupied a place of great importance in the lives and habits of all peoples. Since both professional and amateur activities in music have increased so amazingly in recent years, and since music has so abundantly demonstrated its value as a pursuit for the blind, it is clearly the obligation of schools in this field of education to provide a thorough curriculum in this subject.

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*[1] Music: Crime Cure?" by Olga Samaroff, *Etude*, Jan., 1947. Reprinted from *This Week* magazine, copyright 1946 by United Newspapers Magazine Corp.

*[2] *Music For Your Health* — by Edward Podolsky, M.D., B. Ackerman Inc., 1945. pp. 37-40.

*[3] *Ibid.*, P. 65. In connection with the physiological effects of music, a Russian physiologist, Prof. S. V. Krankor, has concluded after exhaustive experimentation that music, while it is being played, can improve the eyesight as much as 25 per cent.

*[4] "How Music Helps With Other Studies" by Elizabeth A. H. Green, psychologist, *Etude*, May, 1947.

*[5] From the annual report of The New York Institute for the Blind, 1879.

*[6] Music in which only the bass part is given, with figures indicating the chords to be supplied.

PHYSICAL EDUCATION FOR BOYS AT THE ILLINOIS SCHOOL FOR THE BLIND

By RONALD L. MACLEAN

The Physical Education Department for boys at the Illinois School for the Blind in Jacksonville has developed four general activities: swimming class work, gymnasium class work, interscholastic athletics, and intramural athletics. An endeavor will be made in this article to touch lightly on these activities, some of which may be prevalent in other schools for the visually handicapped, and to describe in detail the activities that we think may be unique.

It is hoped that teachers who are entering the field of physical education for the blind will find here ideas that will help them in their initiation, and that experienced teachers may glean some little information that will aid them in their work.

Ronald L. MacLean is a graduate of Illinois College with an A.B. degree. He received his M.A. degree from the same college in 1933. He has been a teacher of English and Physical Education in the Illinois School for the Blind since 1935 except for four years in the Special Service Division of the Army Air Corps during World War II.

SWIMMING CLASSES

All boys in the Illinois school who are physically fit and who are tall enough to stand safely in three feet of water (the depth of the

shallow end of the swimming pool) attend swimming classes two and in some instances three periods a week. The course of instruction closely follows the system advocated by the American Red Cross. Each year many of the boys earn cards awarded by the Red Cross for having completed the requirements of the Beginner, the Intermediate, the Swimmer, and the Advanced Swimmer. Junior and Senior Life Saving are also taught.

GYMNASIUM CLASSES

In the gymnasium during regularly scheduled classes, which are one hour a week, from September until the holiday vacation, emphasis is placed on tumbling, parallel bar work, horizontal bar work, and side-horse work. Because of limitations of time, only one piece of apparatus can be used in a given year. The selection of the type of work covered is governed by a selection of program numbers which will be performed in the Annual Gymnasium Demonstration present each Spring. For example, the numbers this year will be tumbling for the Primary boys, games and stunts for the Intermediate boys, and side-horse competition for the High School boys. In September, then, the Primary boys are taught tumbling, the Intermediate boys learn games and stunts, and the High School boys become familiar with the side-horse. The best performers are selected to represent the school in the Demonstration. This early preparation prevents undue haste when the time comes to polish up the numbers before presenting them to the public.

THE DECATHLON

For ten weeks after the Christmas holidays every boy in the school competes in the I S B Decathlon. The Decathlon should be described somewhat in detail for it is one of the mainsprings of the program at this school. It has several advantages: It provides ten weeks of a set program upon which every boy can depend; it creates an interest among the boys that is unsurpassed by any other part of the program; it gives every boy the experience of being in competition with boys of his own size and age; it clearly shows each boy his actual growth in athletic ability from year to year; it develops boys for the school track team.

The Decathlon is a series of ten events: the standing broad jump; the three consecutive jumps; the standing hop, step, and jump; the 12 lb. medicine ball throw forward (for the four younger classes a basketball is used); rope jump (50 times for speed); hang from horizontal bar for length of time; thirty foot dash for time (half the length of the gymnasium); vault for height over the horizontal bar; and chinning. Each of these events it should be noted can be judged with both facility and accuracy.

The boys are divided into seven classes according to an index figure determined by age, height, and weight. This index figure is taken from the chart so expertly calculated by Neal F. Quimby and published in the *Constitution By-Laws and Rules of the National Athletic Association of the Schools for the Blind.* Classes F and G have been added to Mr. Quimby's five classes: A, B, C, D, and E, and they provide satisfactorily for the very small boys. A list of the order in which the events will be performed is posted on the bulletin board in Braille and print to provide each boy with the information necessary for him to arrange a practice schedule to prepare for each event. Figured on a school wide basis, the winner of each event earns one hundred points, second place ninety-nine, third place ninety-eight, etc., until each boy has a score. Each boy's points are totalled each week, and the names of the winners of the first five places in each class and in each event are posted on the bulletin board. These notices are read avidly by most of the boys and by many of the girls. At the beginning of an event the school record is quoted to the class, and, as a boy steps up for his attempt, he is told his record for the previous year. He attempts to better his record, and, being a year older, he usually leaves the gymnasium with the satisfaction of having broken his record and with enough incentive to practice for the next year.

When the ten events have been completed, the boys winning the first five places in each class according to the points accumulated must compete in all of the events at one session. The "finals" as they are called are scored on a five, four, three, two, one basis. An audience is present for the finals of Classes A and B. Gold-plated medals are awarded the first place winner of each class, and ribbons are presented to the boys finishing in the other four places. School records are carefully kept in all events and in all classes, and each year many are surpassed. Any boy winning the medal in a particular class advances to the next higher class automatically regardless of his index figure, and the winner of class A is ineligible to win a second time. He concentrates on breaking his own records and the school records.

VARSITY TEAMS

School athletics play a prominent part in the Illinois School for the Blind program. The teams are much more enthusiastically supported by the student body than public school teams seem to be. Participation interscholastically has a special advantage of enabling our athletes to meet both athletically and socially, athletes from sighted schools and of enabling our boys to become acquainted with procedures and customs of other Schools for the Blind.

Basketball: Basketball is a major sport and each year two teams are supported by the school. The partially sighted boys of the High School play Junior High School first teams, and the boys of our Grade School play the Junior High School second teams. The height advantage of the School for the Blind boys offsets the visual handicap, and the games are well played and close in score. In the past Illinois has had "home and home" arrangements with another School for the Blind; but since that school discontinued the sport, the schedule has necessarily been made for games with public schools. A schedule of eighteen games was played last year. The feature games are ones against the Faculty of I S B, the Alumni of I S B, and the Illinois School for the Deaf. The teams are attired in attractive uniforms, are supported by cheer leaders, and are given every consideration any team could expect.

Swimming: The school swimming team starts training in January for interscholastic meets with other school for the blind teams and with Y M C A teams. When competing with the Y M C A teams, the High School boys swim against the Intermediates of the Y, and the grade school swimmers meet the Y Juniors. The advantage of the size of the I S B boys compensates for lack of vision. The events: 20, 50, and 100-yard free style, back, and breast strokes; Plunge; 20-yard kick; free style relay; and medley relay.

Track: In March the school track teams begin preparation for the various interscholastic meets with other Schools for the Blind. Last year the senior team competed in one dual meet at Iowa, one triangular meet at Missouri, and in a quadrangular meet at Kentucky. The junior team participated in the triangular meet at Missouri. The events: standing broad jump; three consecutive jumps; 12 pound shot put; rope climb; standing high jump; 60 and 75-yard dashes; and basketball throw.

INTRAMURAL PROGRAM

One of the most important phases of the Physical Education program at the Illinois School is the Intramural arrangement. Almost every boy in the school participates voluntarily in one or more of the intramural sports. The sports are so devised that they give opportunity for participation for not only those boys who are skillful but not quite skillful enough to play on the school teams, but also for those who have litle or no skill. In fact, one of the most valuable lessons taught through the intramural games is the one that teaches the skilled player to have the forbearance and the patience to play on the same team with the unskilled player and to try for the team's sake to improve the play of the poorer player.

Football Kick-Goal: In September football tryouts are held for all boys interested in playing in the Kick-goal League. Each partially-sighted boy kicks three punts, three place-kicks, and three drop-kicks. Each totally blind boy kicks three punts and three drop-kicks. On the basis of this performance and on a player's ability demonstrated in the previous year's play, teams of equal strength are organized. A captain is appointed, and the boys choose a name for their team. The number of teams varies from year to year. This year there are seven teams of five boys each in the senior league and five teams in the junior league. The game is played on a field sixty yards by forty yards. A toss of a coin between the captains gives the winner choice of goal or of kicking or receiving. The captains give their lineups to the referee, and place their men for the kickoff. The lineups may not be changed during the game, for the players must kick in rotation, and a fifteen yard penalty is enforced if a player kicks out of turn. The ball is kicked off by any kind of kick from the kicker's ten yard line and is dead where a defensive player touches it, or catches it, or where it goes out of bound. If the kicker oversteps the line, his team is penalized five yards. If a defensive player catches the ball on the field, he is given five yards; and, if he catches it behind the goal, no points are earned, and the ball is put in play from the catcher's ten yard line. For a punt, not caught, that hits or goes over the goal line in the air a team gets one point; for a place-kick, two points; and for a drop-kick, three points. Teams must change goals after every score. Games last thirty minutes with five minute overtime periods

in the event of ties. Each team plays each other team three times making a schedule of sixty-three games in the senior league, and in the junior circuit a schedule of twenty games is played. This game could be improved considerably if goal posts were available, but as it is, it provides ample opportunity for leadership, excitement, team play, competitive experience, end exercise. The team standings, the names of the players making points and catches, and the schedule for the oncoming week are posted on the bulletin board each week in Braille and type so that the entire student body can be informed of the progress of the league. Gold-plate football charms are awarded to the members of the winning team, a gold-plate medal is awarded to the high point player, and another to the boy making the most catches.

Blind Basketball: A basketball league for totally blind players is formed in November. This game is played under the official basketball rules with the following exceptions: one or two players make a team; a player may double-dribble; a bell is attached to the rim of each basket and is rung whenever the ball in the possession of a player on the offense is brought to the offensive's half of the floor; after a player on the offense passes the middle line in possession of the ball, he is allowed only five dribbles with two steps between each dribble (the referee counts the dribbles aloud); considerable leniency is exercised in calling defensive fouls (a defensive player is allowed bodily contact in feeling for the ball, but he may not hold nor impede the movements of the player with the ball); the ball is bounced on held balls; a player may dribble in from out of bounds; a hit by the ball on the rim counts one point, and a basket scores two; free throws are scored the same way. This league has been a success for the past two years and has created much interest. It is one of the few games adapted for the totally blind that gives a boy a satisfactory "work-out."

Basketshooting League: In November two basketshooting leagues are organized. All boys interested are given a tryout shooting ten free throws each. The partially sighted boys shoot from the free throw line, but the totally blind boys from the width of a mat (five feet) closer. A hit on the backboard counts one point, a hit on the rim of the basket scores two, and a basket counts three. A bell attached to the front of the rim of the basket guides the totally blind boy. On the basis of past performances and the results of the tryouts the best players are chosen for teams in a Major league and the others for teams in a Minor league. Last year there were eight teams in the Majors and six in the Minors. As in regular basketball each team has five players, and in this game an attempt is made to assign at least one totally blind player to each team. Each team has a captain, and each chooses its name. A toss of a coin between two captains gives the winner of the toss choice of shooting first or last. The players rotate and alternate. By the end of the game each player has attempted ten shots, which, on the basis of the aforementioned scoring, if successful, would net him a perfect score of thirty points. A perfect team score would be one hundred and fifty points. The highest individual score here is twenty-nine, and the highest team score is one hundred and twenty-seven scored by an All-star all totally blind team in defeating the Faculty 127-124. An average team score for the Major league is 110 and for the Minor league 90. At the end of the season a Shaughnessey playoff is held among the four teams finishing in the first four places. Team standings, schedules, point standings are posted on the bulletin board. Suitable awards are presented to players on teams finishing in the first five places.

Track: In the spring three intramural track meets are held. Three teams of older boys, three of intermediate aged boys, and three of smaller boys are chosen and pitted against each other in their respective age groups to compete in events similar to those participated in by the school team. Members of the school team are ineligible to compete in the intramural meets, but they are assigned coaching positions to train the intramural teams.

Swimming: Intramural swimming teams are organized in the same way as the track teams.

Golf: More or less in an experimental stage is a golf tournament held on a nine hole miniature circular golf course. Among the partially-sighted boys the game is popular, but the totally blind have shown little interest. The preliminaries to the final rounds have been loosely organized. The boys play on their own time and record their own scores, which, verified by a witness, are reported to the gymnasium office. In May, a thirty-six hole tournament is held among the five boys having the best scores.

Softball: Softball has been attempted, but teams of sighted boys have proved to have

too much advantage to make any equal competition. At present an adaptation of the game is played on an unorganized basis with the totally blind batting the ball from their hands and with a partially sighted boy running the bases for them. The season is so short, and other Spring activitite are so numerous that it hardly seems profitable to organize a softball league.

Another unorganized softball game is played in which the pitcher, a totally blind boy, rolls a sixteen inch ball toward the batter twenty feet away. The batter either swings at the ball with a golfer's swing from a standing position, or he kneels on the ground and sweeps the bat along the grass. Three strikes are out, and any ball picked up by a fielder before it becomes motionless is out. The batter's box is fifteen or twenty yards from a fence, and, if a grounder gets through to the fence it is a double, if the ball bounces against the fence it is a triple, and if it hits the fence on a fly or goes over it is a home run. Four or five boys play on each team. This game has little activity, for the base runners are imaginary, but it is extremely popular. Under consideration now are plans to increase the activity and to organize the game into a league for totally blind boys.

In scheduling any of the intramural leagues, care must be taken that the interest does not lag, and to this end teams must play often enough, but the season must not be so long that the peak of interest is lost. Records of the progress of the league such as team standings, number of points made by each player, and the schedule of future dates must be published in both Braille and print. Such records aid tremendously in keeping interest alive, especially when they are available for perusal by the girls.

The question of awards is certainly a debatable one. It is realized that the theory of participation for the sake of sociability, for the sake of the exercise and recreation, for the sake of playing a game without expecting any other reward is supported by many educators and psychologists. However, since practically all of the public schools, colleges, and universities award their players with sweaters, letters, and other awards for athletic achievement, it is felt that the boys of this school should be given the same consideration. Because of the cooperation of the Illinois School for the Deaf print shop in printing information on home-made ribbons, the awards available are plentiful, and the events and teams are so chosen that practically every boy wins at least one ribbon during the school year. Winning an award, no matter how slight, builds a boy's confidence and self-reliance and at the same time encourages him to continue in participation.

This then is the program of Physical Education at the Illinois School: classes in gymnasium; classes in swimming; the Decathlon; the Gymnasium Demonstration; the school basketball, track, and swimming teams; and the intramural basketball, football, track, swimming, and golf organization.

CLASSROOM SUPERVISION

By OTTER JESSE HILL

What is supervision? What are the specific activities which contribute to the field of supervision? Supervision is the foundation upon which all programs for the improvement of teaching must be built. Unless the supervisor works fully and willingly with the teachers in all classroom activities his supervision cannot be effective. He must be actively interested in every problem confronting the teacher, whether it involves the individual pupil or the class group. Nothing is quite so disconcerting to the teacher after spending some time explaining to the supervisor a pupil problem to discover that he doesn't even know what pupil she is talking about. The supervisor must knew each child by name, his class history, his academic ability and his social standing with other members of his class. With the small classes that are usually found in a

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school for the blind, this intensive supervision is possible.

If the supervision is to be carried along in a democratic spirit then an opportunity must be presented for participation by everyone who shares in the development of the whole child. This privilege should not be limited to the superintendent, principal, supervisor and teachers, but should include also the housemothers and dormitory supervisors. Recently the educational career of a bright second grade pupil was saved by the combined action of our second grade teacher, a housemother, a music teacher and a high school pupil. The child was homesick and her parents were planning to take her out of school. When the supervising principal informed the second grade teacher of the situation she contacted the housemother. After a short investigation they soon discovered that the child was lonely. A sympathetic high school girl volunteered to stay with the second-grader at nights; playing games, talking with her and enjoying radio programs together. Her teacher learned that she was very much interested in playing the piano. Arrangements were made with the music teacher to give her a try-out. In a few days she was a changed girl. She was happy and liked school. Soon she began to do outstanding work in her classroom and to show marked ability in music. A letter was sent to the parents explaining what had been done and how their child's attitude toward school had changed. When her parents came to the school it was for a visit, not to take her home. The point in giving this detailed incident is to show that there must be systematic cooperation of everyone involved in the development of the whole child.

In the various studies dealing with the relative importance of supervisory activities, classroom visitation is rated as one of the most important functions. Hampton's study of the work of 130 public school principals indicated that the average principal spent three-fourths of his supervisory time in the observation of teaching and in professional preparation dealing with the observation. Superintendents, supervisors and principals not infrequently "drop in" to observe the work going on in the classrooms without giving much thought to what they expect to see, what to look for while in the room, and what to remember as a basis for the follow-up conference with the teacher. Some principals have gone to the absurd limit of stating that all they have to do is look through the glass in the door to tell if good teaching is going on inside. Imagine how disturbing it must be to the teacher to suddenly look up and see a face peering at her through the window! Taylor*[1] said, "I have been told a certain principal could walk through his school, glance into the rooms, speak to one or two pupils, and know everything going on in the school. "Impossible!" was Taylor's reply. "He has merely invented a good method of avoiding work." The visit should be as nearly as possible informal and made at a time that would cause the least disturbance to the teacher and the pupils. During the change of classes, or the recess period would be more consistent than dropping in anytime. Teachers have as much right to expect supervisory officers to make adequate preparation for the class visitation as pupils are entitled to expect teachers to make preparation for classroom discussion. Once in the room the supervisor should seek a seat which will command a view of the room and at the same time leave him in an inconspicuous position. Plan to remain in the room most of the period in order to observe the teacher's obpective in the class procedure. The teacher is not likely to resent the unannounced visit of the supervisor, and will not be disturbed by his presence if each has developed toward the other a mutual, professional understanding and appreciation.

When a favorable situation for observing has been established the supervisor should take notes while the teacher works with the pupils. To trust to his memory or some spontaneous inspiration as a basis for his follow-up conference with the teacher would be unbusinesslike and unfair to the teacher. The teacher should be given a copy of the most pertinent items of his notes so that she will have an opportunity to prepare for the conference. It is possible that note taking would prove too disturbing to the beginning teacher and should be dispensed with until the proper professional relationship has been established between the supervisor and the teacher.

To make the supervision more effective the supervisor should prepare some items to guide his observation. A few are suggested here.

1. What method of instruction is she using? (project, activity plan, socialized study method, unit plan, etc.)

2. To what extent is she maintaining a sound educational philosophy?

3. What is the nature of teacher guidance in the child's method of attack?

4. Does the teacher show evidence of knowing her subject matter?

5. Does the class discussion show careful lesson planning by the teacher?

6. Is interest prevalent among all the pupils?

7. Does the teacher put too much emphasis on memory and too little on thinking?

8. Does the class procedure have drive toward a definite objective?

9. Is the assignment made so clear that the pupils will experience no difficulty in following it?

10. Does the teacher do most of the reciting?

11. Is the teacher skillful in drawing all members of her class into the discussion, or do one or two pupils do all of the talking?

12. Was the real subject of discussion set aside to discuss some trivial, irrelevant subject?

13. Is the teacher mindful of the physical comforts of her pupils, such as giving attenition to ventilation, temperature, lighting and proper seating of pupils?

14. Does the teacher waste time explaining to the whole class some difficulties of a few pupils?

15. Does the teacher make use of all possible teaching aids, such as reference books, models, braille drill sheets, work books, globes, maps and other materials related to the lesson discussion?

16. Does the teacher waste time by starting her class late?

17. Is the teacher "married" to the textbook?

18. Is the teacher "rooted" to one spot in the classroom, or does she move among the pupils?

19. Does the teacher insist on the right answer without upsetting the initiative and spontaneity of the pupil?

20. Is the teacher alert to individual differences in the learning ability of her pupils?

At this point it seems quite apropos to discuss what help the teacher expects to receive from the supervisor. The following table was compiled by C. C. Kyte.*[2]

Nature of characteristics voluntarily listed as approved by the teachers. (Listed in order of importance.) (1) Sympathetic understanding (2) Showing appreciation of the teacher's efforts (3) Making helpful suggestions (4) A gracious and kind manner (5) Open-mindedness (6) Keeping teachers informed about new methods, etc. (7) Cooperation (8) Inspiring teachers with his suggestions (9) Giving practical guidance in improving instruction (10) Exemplifying a good professional spirit (11) Sense of humor (12) Frankness.

The supervisor should set aside time to go over his notes in order to add items that may occur to him while the observation is still fresh in his mind. A careful analysis should be made of the lesson by the supervisor before the conference with the teacher.

In recent years there has been a great deal of opposition to the use of a rating sheet to evaluate the efficiency of the teacher. Parrott*[3] says, "Rating is fundamentally wrong, impossible of just and correct application, lowering to the self-respect and dignity of teachers." The denunciations and opposition to rating and arguments against it centers almost entirely around administrative rating, not supervisory rating. Administrative rating is used by superintendents and principals to determine the salary and promotion of the teacher. Supervisory rating is primarily for one purpose, the improving of the teaching and the stimulation of teachers in service toward further professional growth. There is, and can be little opposition to supervisory rating, if conducted in a business-like manner. The supervisor should remember it is the teaching, not the teacher he is rating. Teaching is to be rated in terms of pupil activity. Most of the opposition to rating is due to the supervisor's personality and point of view, not with rating as such.

A supervisor's personality is undoubtedly a vital factor in the success of any program of supervision. But what are the desirable elements in the ideal personality? Charters*[4] defines the term as follows:

"Personality is used by lazy thinkers as a catch-all term for qualities which they do not care to analyze. A business man . . . asserts that personality is the element that makes a salesman, but if he cared to analyze the statement carefully, he would always find that he meant certain traits of personality such as forcefulness, friendliness and resourcefulness. Similarly a school superintendent may describe a teacher as being industrious and scholarly, but without personality. The superintendent probably means, if he would analyze the term carefully, that the teacher lacks friendliness, forcefulness, or some other quality which he thinks is of prime importance."

Personalities can be changed and developed by consistent and conscious efforts. However there is a limit to the degree to which traits

can be developed. "An insensitive boor can never become as tactful as an intelligent gentleman." The big dominating aim of supervision is the improvement of teaching. The cooperation of the teachers is essential. The gaining of this cooperation calls for a personality imbued with kindness, sympathy and tact. The teacher's confidence is engendered by the reliability and sincerity of the supervisor. Loyalty to subordinates is just as necessary and important as loyalty from subordinates. The supervisor and principal must recognize that first and above all the improvement of instruction must begin with himself. A recognition of his personal responsibility will keep him alive intellectually. He must realize that teachers cannot be left to sink or swim; that it is his duty, as far as possible, to improve them, not by elimination, but by education. Taylor*5 says "Supervisors, like teachers, must sometimes be blind, and deaf, and dumb. It is not wise to see too much, or hear everything, or tell everything we know. Efficiency is a potent word; and scientific measurement in school administration is a valuable function when properly correlated with ideal elements. Science is wholly impersonal; but teaching is highly personal."

Supervision, like teaching, should be evaluated. The principles and purposes are in each case the same. "There should be commendation of the good, condemnation of the bad, and suggestion of the better."

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*1 Taylor, J. S., "Some Desirable Traits on the Supervisor" *Educational Administration and Supervision.*

*2 Kyte, C. C., "The Elementary School Principal as a Builder of Teaching Morale."

*3 Parrott, A. L., "Abolishing the Rating of Teachers."

*4 Charters, W. W., "The Teaching of Ideals."

*5 Taylor, Joseph — Ibid

READING GUIDANCE IN THE PRIMARY GRADES

By ELLEN M. GILKESON

It seems paradoxical that with all the books there are in BRAILLE and all the children there are to read them, one of the most baffling problems confronting teachers and librarians in Schools for the Blind is that of bringing books and children together. Some children, it is true, can say with Andrew Lang,

> "One gift the fairies gave me
> They commonly bestowed of yore
> The love of books, the golden key
> That opened the enchanted door."

But the number thus gifted is comparatively small when we take into consideration the number of children who never read anything voluntarily or whose interests are confined almost solely to the adventures of "The Lone Ranger" and other fictional heroes on the radio.

If we could hope that those children who are antagonistic toward reading or who are indifferent to good books would one day just naturally grow into good readers, we might safely and calmly wait for the future. Unfortunately, however, recent studies of adult reading warrant no such encouraging hope. The reading problems, commonly considered adult, are met by the child of elementary school age. Therefore, it is the problem of educators and specifically of us as class room teachers to inaugurate an effective reading guidance program and thus stimulate interest in reading and, if possible, develop readers who can and will read good books.

Reading readiness is a term which is usually applied to that stage of development of a child which signifies that he has grown up to the ability to read. This stage is attained by a child through richness of exxperience with other children, adults and things in his environment. The attainment of reading readiness is entirely individual, depending on the mastery of Braille, personal interest, and personality adjustments.

Since the development of the child into this stage is contingent upon meaning, vocabulary and the power to discriminate, children will reach it at varying rates and therefore

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at varying age levels because of their different inherited equipment, the quality of understanding of adults who work with them and the variation of opportunities for rich experiences. Some blind children are ready only months later and still others may not reach that stage until almost ready for high school. It must be borne in mind that children cannot be forced into this stage of development but must grow into it. Acceptance of this fact will cause the alert teacher to provide rich experiences for her children, give attention to their reaction to experiences and refrain from work on the mechanics of reading before this readiness has been developed. Effective guidance of each child in a suitable pattern of reading is one of the most important but most frequently neglected obligations. In view of the marked differences in the abilities and interest of her group, the superior teacher of reading, then, will plan her reading program strictly in terms of the individual children in her class room at the time the program is set up.

As children gain in maturity in reading they come to the use of interesting story books and books they can connect with their own experiences. The teachers may judge the extent to which her pupils are developing independence in reading through observing their ability to figure out new words alone, their tendency to seek opportunity to read, their growth in ability to choose books for themselves, their desire to read to other children and their interest in helping the more immature readers.

As yet, we know of no one best way to teach reading and it does not seem likely that research will ever find a single method which will be successful with all children in all situations at all times. Differences in intelligence, in physical make-up and the environment from which children come as well as difference in ability and preparation of teachers all makes it seem very improbable that any one effective method of teaching reading will fit all children and all situations. Research, however, has helped solve some specific problems and it is our responsibility to know these findings and apply them, when possible, to our own class room situations.

A commonly accepted belief in education today is the thesis propounded by John D. Dewey that we "learn by doing." Much practice of the right kind must be provided if we are to stimulate right attitudes and to inculcate correct habits of procedure as well as of reading. The meaning of and a workable use of the mechanics of reading is essential to any reading program. Effective reading skills, too, are a necessary part of the child's reading equipment. A child who reads haltingly and with poor expression cannot possibly gain appreciation of what he is reading, and without appreciation and understanding there can be no lasting reading interest built up within the child.

The child with many reading difficulties must be given careful consideration. To really help this child his teacher must know his physical condition, his past school life, his home life as well as how well he reads and his special disabilities. In this way a plan of remedial instruction can be worked out and carefully adapted to meet the individual learner's needs.

In summing up our program or reading guidance then, it would seem to me that we must first get our children to want to read, which means competing with other activities and other forms of entertainment. We must help them extend their interests beyond thrilling adventure types and, lastly, we must develop in boys and girls a sense of values by means of which they can evaluate the worth of the books they read. As a requisite to effective guidance in reading it is essential for us as teachers to know something about our children, their interests, their experiences and their needs. In addition to this the teacher should have a broad acquaintance of children's books and as a remaining obligation, she must know reading, recognizing it as something more than a mechanical recognition of words or as just a tool of learning. We need to think of reading, it seems to me, as a mode of experience — a way of pushing back narrow horizons and reaching out to new worlds because only when we can make reading a pleasurable experience for the child will it be something that he will remember with satisfaction and carry over into adult life. Then, and then only, will the child have a lasting reading interest.

REFRESHMENT STAND OPERATION

By HUGH D. JOHNSON

More and more the operation by the blind of refreshment stands in public buildings is becoming a successful field of employment. It is the duty of the schools for the blind to give their pupils some training in this vocation.

For several years the pupils of the Maryland School have operated two refreshment stands. The girls' Y-teen Club operates one of the stands and the boys' athletic teams operate the other. The revenue from these stands is used by the pupils for their trips to other schools.

The girls operate a candy stand and they are given training in salesmanship. The girls use the proceeds from their stand to send representatives to Y-teen meetings and conferences in other cities. They also use their money to entertain girls from other clubs throughout the year

The boys operate a stand which sells ice cream, soft drinks, cookies, pretzels, and other like products. These boys keep a daily acocunt of their purchases, sales, and expenses and they also take a weekly inventory. The form followed is the accepted form used by the local workshop stands.

The sales sheet begins with the cash on hand at the beginning of the day. Purchases are then listed giving the name of each product purchased and the amount spent for each purchase. If there are any expenses these are listed on separate lines. This listing is followed by the total amount spent for purchases and expenses.

On the next line the cash on hand at the end of the day is given and this is followed by the total cash handled, which is found by adding the total purchases and expenses and the cash at the end of the day. The total sales is then obtained by substracting the cash at the beginning of the day from the total cash handled.

During the school year several local service clubs give entertainments at the school and both the boys and the girls set up special stands to sell their refreshments at these shows and during the annual school play.

To show how profitable these stands may be in a financial way, the stand operated by the boys realizes a profit of between two hundred and three hundred dollars a year. This financial profit is small in comparison to the training that can be given in the proper handling of a stand. The pupil learns how to base his orders on the sales of his particular stand. He learns the proper manner to use in dealing with the public.

Many stand operators may tend to over-order and find that they lose, through spoilage, what may have been a sizeable profit. The pupil is therefore taught to study his average sales with the public. He must at all times be products his trade prefers and to stock up on these products. Ordering for the special entertainments causes the student to study the situation and to estimate how much he must increase his ordering over his average weekly purchases for the sales at the regular school refreshment stands.

Many of us have experienced the lack of salesmanship used by some of the salesclerks of today. It is the duty of the school to instill in the pupil the knowledge of how to deal with the public. He must at all time be polite and he must please his customer if he expects to continue to operate a successful stand. The operator has something to sell and he should sell it, not through sympathy, but because his public wants to buy the article.

The largest expense realized by the school stands has been the purchase of cooling equipment. We purchased an electric soft drink cooler, but we were able to rent an ice cream cabinet.

Many schools for the blind are operating refreshment stands, and, if a little time and effort can be given to instructing the operators of these stands, we, as teachers, may help our pupils to take a place in the world which they may not otherwise gain.

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BRAILLE AT ROYER-GREAVES SCHOOL FOR THE BLIND

By HOWARD CARLETON STRICKLAND

Our students have more than the handicap of blindness. In addition to total or partial blindness they may have an auditory impairment, spasticity or some organic debility. All of them are mentally retarded. Because our students are handicapped by more than one defect and because they are retarded, our methods and techniques must of necessity digress from the path of hard and fast pedagogical principles. The emphasis in our educational and training program is *INDIVIDUAL INSTRUCTION*. Our instruction is given direction and objectivity by this emphasis. Methods and techniques are adjusted to the intelligence, the physical capabilities and the aptitudes of our students.

Because our students are retarded, class graduation is non-existent. Students as young as seven years of age are assigned to classes in Braille. The instruction is begun on a board which has ten cells from side to side and four cells from top to bottom. The alphabet is learned on this board by inserting wooden pegs into the holes. These young students are assigned to the spelling class encompassing the words on the First Grade level. As these students progress through the alphabet, they are given words which they study in spelling. Some of these students may have poorly developed fingers and hands, or they may have poor digit — manual coordination. The mere inserting and withdrawing of the pegs from the board may aid considerably in the strengthening of fingers and hands and in the development of finger-hand coordination.

Often students enter our school at ages several years beyond the age when children begin formal education. In most instances these students begin their instruction in Braille on the peg board. Like some of the younger students, some of these students have poor fingers — hand development and coordination. Furthermore, their tactual sensitivity may not be acute.

The next step in the instruction of Braille is to anagram blocks or to flash cards. The anagram blocks have the Braille letters on them. The Braille approximates in size the Braille in books. When words are made with these blocks, the spatial relationship between letters is wider than between the letters in a Braille book. This wider relationship between letters encourages confidence in some students because they can discriminate between the letters with a fair degree of surety. To give the students larger experience the anagram blocks are scrambled on the board which has slots to hold the blocks in place.

From the peg board some students progress to flash cards. These cards have words, the contractions through Grade II, phrases and short sentences on them. These students are able to read Braille as they would find it printed in books. These flash cards help to build a vocabulary for the readers of "The Alice and Jerry Series" which are used in our school. The words, the contractions, the phrases and the sentences are taken from the readers.

Some of our students have an acute sense of touch. The instruction which is given to them is not started on the peg board. They learn the alphabet from a copy printed on paper. They read the flash cards to increase their knowledge of Braille and to give them experience.

The last step in the instruction of Braille is the introduction of readers. We use "The Alice and Jerry Series" because our students can actually study how what they are reading is written in Grade I and Grade II Braille. The printing of this series in this way is a marked advantage to our students in the learning of the contractions. If a class has more than one reader, one day a week all of them read portions of a story to the class. If the class has only one reader, one day a week he reads to the class.

In addition to reading from readers the students who can read Braille are given maga-

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zines, such as: "Current Events," "My Weekly Reader," "The Weekly News," "The Readers' Digest." "Jack and Jill." Furthermore, these students read from textbooks in the classroom and assignments in Study Hall to other members of their classes. The best readers are presented to the public when the students are taken to give programs in the surrounding communities.

In our instruction of Braille the students are given the basic positions and the numbers of the dots. Our students are encouraged to learn these positions and numbers. We do not insist that they learn them before they progress from one step to the next. Furthermore, we do not follow an immutable pattern of introducing the characters. One student may be shown "FOR," "G" and "C" in that sequence. After "C" he may be shown "D" and "F," "E" and "I" and so on. Another student may be shown "A" and "K," "B" and "L," "C" and "M" and so on through the alphabet. Still another student may be shown the first ten letters, then how to make the second ten letters, and finally, how to make the remaining six letters. This variation in the patterns of presentation of the Braille characters depends upon the student. It is utilized not only in the instruction of reading, but also in the instruction of writing.

Our students are given instruction in the use of the slate and stylus and of the Braille writer. While giving instruction in writing, we do not point out that a reversal of letters occurs. We do not, unless we are certain that the student has the intelligence to comprehend the fact and, therefore, will not become confused. In some cases the students themselves understand that a reversal occurs without any mention of it by their teachers. The students utilize the writing skill in writing assignments, in writing letters and in writing minutes for their clubs. All of our students do not learn to write nor to read. Some of them may learn to read, but not to write because of a finger or a hand disability. Some of them may require years before they read a sentence with even a suggestion of rapidity and comprehension. All of them are assigned to classes in Braille, except those whose vision enables them to read Visual Aid books.

Our students are assigned to classes in Braille at a young age. Because we have no class graduation, the achieving of a stipulated class level is not a determining factor in assigning students to Braille. Generally, they are shown the alphabet on a pegboard. From that step they progress to anagram blocks and flash cards. The last step is the reading of readers and magazines. In some instances the tactual sensitivity is acute enough to begin the instruction by presenting the alphabet written on paper. Instruction in the use of the slate and stylus and of the Braille writer is given. The writing and reading skills are used by our students to fulfill class assignments, to perform before an audience, to maintain correspondence with friends and to obtain information and knowledge. Because our students have one or more handicaps in addition to blindness, all of them cannot learn to read and to write Braille; however, all of them are given a trial.

SOMETHING DIFFERENT IN EDUCATION

By JOHN W. PARRISH

Although adult education is not new to the nation or to Alabama, it is not often that educators have been called on to teach adults to dress themselves, take care of their ordinary personal hygiene, to feed themselves, and to move freely around familiar places. This, however, was the task accepted this past summer by the Alabama State Vocational Rehabilitation Service and the Alabama Institute for Deaf and Blind.

According to the Russell Sage Foundation, there are more than 200,000 blind people in the United States. The best estimates show that there are more than 7,000 in the State of Alabama. Many of these blind persons

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live normal lives; some are self-supporting; some are in schools set up by the State and are preparing themselves to take their place in the normal world. The records show, however, that more than 1,500 persons in Alabama are very poorly adjusted. Our task this past summer was dealing with this group. In the remote corners of the State blind persons were found who could not even feed themselves. Many of them could not dress themselves and could not travel in the environs of their small community. The problem was setting up an adjustment center to assist this group to live more normal lives and, in many instances, to learn trades and be self-supporting to the extent of their ability.

Before the adjustment center could be established, adequate facilities had to be found. It was quite natural, therefore, to look to Dr. John E. Bryan, President of the Alabama Institute for Deaf and Blind, to make available the existing facilities that are adapted for training the blind. Since the School for the Blind at Talladega is open only nine months of the year, it seemed to be an economical solution to the problem. The Institute not only made its buildings and equipment available, but furnished teachers who are specialists in working with the blind.

Selection of the clients for this center was accomplished with an admirable degree of inter-agency cooperation. Our facilities and faculty were set up for 60 well selected persons. Through the efforts of the vocational Rehabilitation Counselors and social workers of the State Department of Public Welfare, the screening was done and 76 clients were chosen to begin the program. One of the considerations was that precedence for admission be given more recently blinded persons, since they were presumably less well adjusted to the loss of sight.

School adminstrators and class room teachers will be interested in the curriculum and campus activities which were set up by Dr. Bryan and his staff. It is necessary to keep in mind while considering this schedule that these persons were under the supervision of the personnel of the center for twenty-four hours of each day and because of the nature of their handicap certain activities were precluded which are normally available to instructors. It is also interesting to note that the personnel consisted of a clinical psychologist, a trained nurse, a staff physician, a staff dentist, and two specialists from the University of Alabama Medical College, as well as the teachers of the various subjects.

Both the School for White Blind and the School for Negro Blind offered a program which included techniques in travel, arts and crafts, home economics, woodworking, Braille, typing, vending stand operation and the demands of daily living. Our dormitory supervisors were among the more valuable members of our staff as counselors during off hours and by learning of and assisting with the intimate problems of the ones with whom they dealt. These same supervisors were most active in assisting with the recreation which the trainees pursued so enthusiastically. During recess periods and in the evenings refreshments were available at the snack bar, operated as part of their training by the trainees themselves. In this same snack bar a record-player was provided, dancing was enjoyed by the blind clients, there were tables at which informal conversation took place and generally there was a leisurely atmosphere in which the clients relaxed and were at ease. In the evenings when singing or programs organized for the trainees were not scheduled, informal groups gathered to discuss problems of general interest. A special effort was made to provide a religious program which was sufficiently varied to meet all spiritual needs of these people.

Each individual who attended the adjustment center was allowed to choose a vocational objective based on his interest and aptitude, and had ample time to pursue his main interest throughout the three months.

The follow-up through the Rehabilitation Counselors shows that 60% of these persons have been, or will be, vocationally rehabilitated. Only 7% failed to be substantially benefitted by this program.

Those who had responsibility in connection with this center feel that Alabama has every right to pride in its services to the blind of the state. Before undertaking this project, Dr. Bryan, in company with staff members of the State Vocational Rehabilitation Service, visited similar centers in other states. Only a few states have such a program as yet. In these states, the adjustment center is a twelve month project with a permanent staff and separate facilities. Despite the obvious advantages of such an arrangement, it was generally agreed that this summer's work took second place to none with which we were familiar.

It is an enriching experience to give help to one's handicapped fellow man. One of this summer's clients was a young girl handicapped both by a loss of vision and a loss of hearing. She had never been to school and her upbringing had left almost everything to be desired. She had a gross speech defect and an extremely limited vocabulary. At the end of the summer we were able, with pride, to recommend that she be given further training in handicraft work. She had been fitted with a hearing aid, her speech had considerably improved, her temper had moderated, and her appearance had improved. It was generally agreed that she did some of the best work produced in the center, although few people would have doubted that she was mentally retarded if they had seen her in the spring. We feel that her example and those of the other clients with whom we worked not only justify our summer's program but our entire vocation.

THE PERILOUS GAME OF FOOTBALL

By R. EUGENE HARTMAN

The football season is well past, leaving behind its usual toll of seriously injured, permanently crippled, and dead participants. Thousands of high school boys once more knew the glory of stardom, the joy of public acclaim and private adulation — treasured rewards for brutal bodily punishment, for painfully torn muscles and broken bones, and for the delusion that athletic prowess can be measured only by the taking of great risks.

It is not the purpose of this article to argue that athletic honors are not good for a teenage boy. Frequently they serve to develop a boy's self-assurance more successfully than any other phase of his school life. But this and all other benefits of playing football — sportsmanship, aggressiveness, strength, stamina, and the like — are equally obtainable from sports other than the grueling, mauling ferocity of the gridiron, without the constant expectancy of serious injury which accompanies every football play.

Yes, the football season is ended, but football will be played throughout the winter, wherever there is a group of boys with time on their hands, a wide field and a football, or reasonable facsimile, available. And this is especially true in our schools for the blind. (The writer filled many a vacant hour of his high school years in the West Virginia School for the Blind, battering, and being battered by, his schoolmates on a January-frozen field.) Time frequently hangs heavy on our pupils. Most schools have an area large enough for playing football. And, for the visually handicapped, the game is singularly inviting.

It is a popular game of "sighted" boys which can be simulated, after a fashion, by visually impaired boys; hence it is to them a challenge to, and a measurement of, their physical compatibility with visually normal boys. This desire to feel equality with sighted people is certainly a worthy one for all the visually handicapped; but in the youthful minds of our students, who rarely have the maturity to fully accept and allow for their shortcoming, it frequently becomes an intense judgement-reducing compensatory drive. Caution is smothered by exuberance.

Also, football is an especially appealing expression of any boy's normal wish to be considered "tough." It provides the thrills of hard action and fierce bodily impact, and the exciting hazard of physical danger. A boy is generally eager to exhibit his prowess in the first two and his immunity to the last. And even if he is not always immune to the danger, what is a bad bump now and then? Has not the "football injury" become among most American boys — and girls! — a badge of renown, a mark of manliness?

But no matter how honest his compensatory urge nor how excusable his youthful exhibitionism, football is especially dangerous for the visually impaired boy. The great hazards already intrinsic in the game (see the sports

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R. Eugene Hartman, a versatile teacher of Physical Education at the Arkansas School for the Blind, has studied at the University of West Virginia and Arkansas University, His wrestling teams are considered the outstanding teams of their age-levels in Arkansas and his tumblers have won state-wide acclaim.

pages of any October newspaper) are vastly magnified by impaired eyesight.

A visually impaired boy in a football game is only one of a maximum of twenty-two others, and even in a casual scrub game he will usually be one of at least a dozen. Consider that his eyesight, at best, would probably not equal the peripheral, "corner-of-the-eye," vision of the average public-school boy; nevertheless he must strive simultaneously to remain aware of the movements of his own teammates, be alert for blockers, tacklers, or ball carrier, carry through his own part of the play, and protect himself against injury. The fully sighted boy has a difficult enough time doing all this, and, clearly, a visually impaired one would be forced to leave something neglected in favor of something else. His desire to be "tough" and his wish to do his honest part usually will lead him to ignore his own saftey. (He is not much concerned about it, anyway, or he wouldn't be playing football.) He will employ what eyesight he has toward the success of the play, leaving, of necessity, the avoidance of most of the violence about him to chance.

If he has only monocular vision, one side of his body is always in danger of *unexpected* impact, not only from his opponents but from his own teammates, as well. The human body, particularly a young sturdy one, may withstand a terrific jolt when the person is, by forwarding, mentally and physically ready for it; but when the natural mechanisms of preparation have not been alerted, the result may be disastrous. (Throw a ten-pound medicine ball with good force at the chest of an expecting receiver and watch it bounce harmlessly off; then throw it again, with the same force, when he is not forewarned and watch the grimace of shock and pain on his face.)

If our football player is totally blind, he must play the line. He would be practically ineffectual in the backfield. And even in the line his usefulness is practically limited to the initial forward lunge when the ball is snapped, and that lunge itself can be hardly anything more than a violent gesture, sadly wanting the competent direction of weight and momentum which comprise efficient line-play. Without being able to see the instant shifts and thrusts of the opposing line, the best our blind lineman can hope to do is to smash haphazardly into the player immediately opposite and, if lucky, slightly hinder the actions of the opposing team. (When both lines are blind, as in, say, a school intramural game, this amounts to a futile, half comic thudding of bodies and bumping of heads while the backfields go on with the game.) He cannot expect to be of much direct service to his backfield, since he could not effectively protect a ball-carrier for any appreciable distance, and the possibility of his actually tackling a ball-carrier, except in rare instances of pure luck, is out. No, that first lunge must remain his only contribution; and what might happen to him should he miss the oponent he had tentatively aimed at and be carried beyond by his own force among milling bodies and trampling feet, without knowledge of what and where to dodge, is easy, though unpleasant, to imagine.

Most of the football playing in our schools is unorganized. The maneuvers are unlearned, spur-of-the-moment affairs, and the result is generally a turmoil of confused bodily activity, based on the simple purpose of advancing the ball mostly by power, impact, and good luck. And this without the questionable safety precaution of competent officiating—usually without officiating of any kind.

But suppose a school has endeavored to set up organized football, as some, unfortunately, have? Against what odds must it contend? First, there will be the expense of adequate equipment to provide for utmost security against injuries—for most school, a prohibitive consideration demanding some compromise. (A good pair of shoulder pads cost from twelve dollars up, a helmet as much, to say nothing of uniforms, hip pads, shoes, et cetera.) Second, is its playing field properly cushioned with turf, or is it a hard-surfaced playground with dangerous sideline obstructions? If so, can the school afford to relinquish this playground and transform the field, at additional cost, into one which meets safety requirments? All such precautions should be taken, if for no other reason than the school's infirmary expenses.

Above all, who will this ambitious school play? Most schools for the blind, with their male enrollments varying from about sixty to hardly more than a hundred, all ages included, could not hope to field a team composed mostly of boys having the size, stamina, and ruggedness to equal even the smaller local high schools, in these days of public school consolidation. In preparing this article, the writer thought it foolish to suppose that such an attempt wolud ever be made. So, aside from intramural games, where else could com-

petition be found? Among poorly organized, untrained local sandlot teams? Worthy opponents, those! Or perhaps this visually impaired team might be matched against local grammar school or undersized boys club teams, as is done in basketball in at least one school. Would that not, indeed, be a tender balm for the adolescent sensibilities of our handicapped youths? Remember that one of the reasons a poorly sighted boy wants to play football is to attain a sense of physical equality with seeing boys. Imagine the bubbling enthusiasm with which he would meet this charitable compromise of his blindness! But imagine it with thoughtful reservations, for the students of our schools are, for the most part, notably courteous to their instructors.

Finally there is the question. How many games a season can a partially blind team hope to win against any kind of real and fully sighted competition? The answer is obvious, and the inevitable outcome of a very few seasons would be a kind of negative psychology. Football, in this case, would not, as its coaches defensively cry, "build character." Only a reasonable amount of success in any continuous endeavor enchances character development; consistent failure never does.

The plain truth, to this writer's thinking, is that football should be neither encouraged nor permited among the students of schools for the blind. This is not to deny them any true benefits the sport may offer, as recognized above, for there are other forms of athletics which may, and certainly should, be substituted that offer those same benefits in greater and much more positive fashion. It is merely to prohibit them from jeopardizing their well-being in a game which, at best, demands by special restrictions and hand-picked competition a pride-destroying compromise of their handicap and, at worst, is a degenate brawl wherein their bodily safety is in reality the main thing at stake. Our students have enough of a physical obstacle to contend with without adding the notorious "trick shoulder" or "football knee" — permanent injuries which have become synonymous with this game alone. Anyway, what manner of game is this in which physical hurt is so commonplace as to be actually *anticipated* by the very apparel worn?

To this writer, who is a wrestling coach, it seems that a much better answer to our boys' needs for hard muscular activity, physical quality with sighted boys of their own age and school level, preeminence among their fellow students, and the character development which grows from comparatively constant athletic success is irrefutably embodied in the growing sport of amateur wrestling. The blind wrestler meets opponents of his own weight, and meets them *one at a time.* Regardless of his degree of eyesight, he is an *equal* unit of his entire team. Size is unimportant, for there is a place for every lad, and he does not have to make the "A" team to derive all the physical benefits of the game. Strength is of secondary importance, giving way to intelligence, agility, speed, endurance, and balance. Whatever innate athletic qualities he possesses will be developed gradually and safely, and meanwhile he will not be cannon fodder for larger, more rugged boys. Accidents and injuries are rare exceptions, rather than foregone conclusions. And of far greater importance than all else, he is at no serious disadvantage by reason of his inability to see.

WORK FOR ADULT BLIND IN SWEDEN

By TORE GISSLER

For a considerable number of years the national organization of the blind, *The Association of the Blind,* has been receiving a Government subsidy, which is destined for grants to the blind who are able to work and for the publication of *De Blindas Veckoblad,* the weekly paper of the blind.

Assistance of quite a new kind, which aims at stimulating them to help themselves, is now being extended by the *Central Depot for Articles made by the Blind* at Tomteboda, and is directed by the special Government body in charge of such depots. The Central Depot maintains a branch at the *Occupational School for Blind Men* at Kristinehamn. The depot furnishes blind and partly blind artisans with raw material. Originally it had been planned

Tore Gissler is Superintendent of Institutet Och Forskolan for Blinda, Tomteboda, Sweden.

that the depot should also sell the manufactured articles, but this branch of its activity has been taken over by the *Association of the Blind,* which receives a State grant for the purpose.

Since 1884 *the professional training* of people who have grown blind at an adult age has been *at the public charge.* To begin with, men as well as women were trained at the Occupational School at Kristinehamn, which now accepts men only. Since 1935 a State-supported school for blind women exists at Växjö. At these schools grown-up pupils who have recently become blind follow a three years' course, comprising reading and writing in Braille, typing, bookkeeping, social science, hygiene, singing, gymnastics, optional courses in English, and a training in some kind of craft. Should it appear necessary the course may be made shorter. When they leave the school on completing the course, pupils receive a typewriter, certain tools, and material, all of which is paid for by the Government. — The school at Växjö is a boarding-school. An inclusive fee of Swedish kronor 230 (U. S. currency — approx. $43.70 — pays for the pupil's instruction, medical treatment, journeys from and to their homes, and their board and lodging. The school at Kristinehamn is a day-school, where instruction, medical treatment and journeys are free of charge. The pupils board and lodge with people in the town and are granted Swedish kronor 1,000 (U. S. currency - approx. $190.00) per annum by the Government towards their boarding expenses. The remainder is paid for either by the pupil's invalid's pension or by contributions from their native parish.

According to the law regarding national pensions, blind people and those whose eyesight is impaired have the right to a so-called *invalid's pension.* This is the name given to national pensions paid to citizens under the age of 67. People whose visual perception is seriously impaired or who lack locomotive faculty even after an error or refraction in their eye may have been rectified have the right, without undergoing any examination as to their means, to a basic pension of Swedish kronor 200 (U. S. currency - approx. $38.00) and a blindman's supplement[1]) of 700 (U. S. currency - approx. $133.00). People who possess locomotive faculty but whose working capacity is nevertheless lastingly reduced, may naturally be granted an invalid's pension, but they will not receive the blindman's supplement. If, after investigating their financial situation, it is found advisable to increase their basic pension, they will be granted a pension supplement. According to the expense incurred for rents and fuel, Sweden has been divided into five districts. In the four groups where expenses are highest, a rent supplement is added to the ordinary pension. An unmarried blind person, for instance, living in the cheapest district, with an income of no more than Swedish kronor 400 (U. S. currency - approx. $76.00) a year will receive Swedish kronor 1.550 (U. S. currency - $294.50) as an invalid's pension; the corresponding pension for someone in the most expensive group is Swedish kronor 2.150 a year. (U. S. currency - approx. $408.50). Municipalities have the right to grant special rent supplements out of their own funds; the amount thus to be granted is fixed after investigations are made regarding the rent paid by the respective pensioner.

Should the *Pensions Board,* the Government institution which deals with all forms of State pensions, find that the working capacity of a person whose visual perception is impaired has been or will lastingly be reduced or that he or she may become permanently incapacitated, the Board may decide on giving him or her a treatment or a course of instruction likely to lead to improved working capacity. Before such steps are taken it must, however, have been established beyond a doubt that there is some prospect of preventing or more or less completely obviating a deterioration in or loss of working capacity. The Pensions Board are also held to find out whether subsidies for covering these expenses might not be obtained from some other quarter. If a professional training is decided on, the Pensions Board pay for the medical examination, instruction, board and lodging and clothes of the candidate, and provide for his family. One person may not be granted more than Swedish kronor 2.000 annually, (U. S. currency - approx. $380.00), but medical treatment need not be included in this sum. The Board do not pay more than three fourths of the total expenses; one fourth must be paid by the respective parish or by the trainee himself. A blind person who is setting up for himself may, besides, receive up to Swedish kronor 5.000 (U. S. currency - approx. $950.00) - as a gift or as a loan towards paying his initial expenses. The Pensions Board are free to decide what kind

of training candidates shall receive; they may cause pupils to be trained privately at some enterprise.

The *Board of Employment* is a comparatively recent Government department which, in the first place, controls the state of employment in Sweden. Its provincial branches are called district employment offices. One at least of the officials at each district office deals with the training and placing of partly disabled persons. It is this official, called assistant, who also assists all those who are suffering from visual defects. At the central office at Stockholm, where several assistants deal with the partly disabled, one of them has to pay particular attention to the problems of the blind and almost blind. He advises the management of The Blind Institute at Tomteboda as to the most suitable profession for pupils who are leaving the Institute.

By applying to these officials, all persons whose visual powers are impaired may avail themselves of instruction, either at the existing Occupational Schools for the blind or at the institutions maintained by the Pensions Board and the Board of Employment, since both these departments provide courses of professional training for partly disabled people; the latter has, in contradistinction to the Pensions Board, to confine itself to the training school managed and controlled by the Government. First of all, the natural propensities of the pupil are studied by means of a medical examination and other tests. Then follow grants for living expenses, journeys to and from the school and place of work, fees for the courses, family grants and money for clothes. In general the courses of instruction provided by the Board of Employment are shorter than those arranged by the Pensions Board, whose courses often last several years.

Up to the present only a limited number of adult people suffering from visual defects have been trained under the supervision of the Pensions Board or the Board of Employment.

[1]) This blindman's supplement, which until 1948 was called a compensation for blindness, may be regarded as a supplement which is to indemnify the recipient for any additional expenses he may have to make on account of his physical handicap (journeys by car, escort, etc.). It is included in his income when the amount to be awarded as pension supplement is fixed.

ARTS AND CRAFTS

By NICHOLAS M. ROMINE

Since the beginning of man, his very existence has depended upon work with his hands as well as his brain. It is natural for man to enjoy working with his hands. The early man learned to weave vines, the branches of trees, or whatever crude material he found at hand to make his clothing and his home. This, at first, was done for protection against the weather, and his enemies both man and beast. Further down through the ages, prompted by his desire to create and his natural love for the beautiful, he learned the art of weaving different fibers into patterns and designs. These were made more beautiful by the use of dyes which he made from roots and herbs. In this way, one of the greatest crafts, the art of weaving, was developed. The genius of man took this work out of the home and put it into the factories. In recent years, however, conditions have changed; and the arts and crafts are coming back into the home. Outstanding among the many crafts are plastics, leather, metal, and various types of weaving. In the plastic industry alone, thousands are earning their entire livelihood. There is a possibility that any craft may be developed into a vocation.

Arts and Crafts should be given an important place in every school for the blind. It aids so much in the development of the touch, and in the coordination of the brain and muscle. It teaches the individual to work in harmony with others. It satisfies that creative urge that is part of every normal person.

Nicholas M. Romine, an Arts and Crafts teacher of wide experience, has taught three years in the Tennessee School for the Blind, thirteen years in the New Mexico School for the Blind and four years in the Oklahoma School for the Blind. During World War II, he contributed to the defense of our country by dropping out of teaching and managing his own dairy and poultry farm for three years. At present he is Arts and Crafts teacher in the Alabama School for the Blind and is completing his third year at the Murfreesboro Teachers College, Murfreesboro, Tennessee, specializing in Arts and Crafts and Agriculture.

"Happy people are those who are producing something." It stimulates and develops the mind for the appreciation of the more beautfiul things of life. It affords an opportunity for teaching about the various materials, where they come from, how they are processed, how they are classified, and the different uses to which they may be put. Arts and Crafts can be a partial answer to the question — what to do with our spare time. Thorough training in these two fields would solve many problems, for the average blind boy or girl after they leave the protection of the school. This leisure time is rapidly becoming a problem for the American people in general, especially the youth of the land. Many of our greatest educators think that the problem may be solved by geting the arts and crafts back into the home and the schools. The human mind must be occupied, and if it cannot find constructive soil at home, it will go elsewhere to find it. Our criminal records are proof of that. When we study our crime wave and take note of the age level, it makes one shudder. The problem of what our youth will do with their leisure time is largely up to us as leaders. If we fail to prepare every boy and every girl in our land for their place in society, just that much have we failed the youth of our country. We should ever hold this thought before them that as Samuel Butler said, "Every man's work is always a portrait of himself"

A LETTER FROM A BLIND JAPANESE PUPIL:

No'l 3-Choome Karumo-Doori
Nagata-Ku Koobe Japan
September 3, 1951

My dear Unseen Friend,

You may be surprised to receive this leter, so I will fast introduce myself to you. I'm a blind boy, 22 years old and am a senior high school pupil of the Kobe Municipal School for the Blind, which is located in the center part of Kobe City, Japan.

I lost sight when only a baby, but I'm now very happy because I have learned Braille. When I entered junior high school I learned English Braille. The construction and the abbreviations were very difficult for me, but I have now mastered them.

In the class room of the senior high school we learn the same school subjects as ordinary senior high schools, and moreover we learn the theory and practice of massage, acupuncture, and moxibustion as vocational subjects. Besides, as we have home room, club activity and student association we have always a pleasant time.

We Japanese pupils generally have about forty days summer vacation. So we only started the second school term the day before yesterday. Summer vacation of forty days is rather too long for almost all of us, because we must stay at home and cannot see each other dear class mates and teachers. So we were very glad to see each other for the first time since the end of the first school term, the 20th of July.

In the second school term, having many pleasant events, such as an athletic meeting, a school excursion, a literary exercise, etc., we shall certainly have a good time. In Japan this term consists of September, October, November and December which are the most suitable seasons for learning sports; so nothing is more pleasant for us than this season. Almost all of us like listening to the radio, especially baseball broadcasting. Just now the nine of the Red Socks' team in Hawaii is now visiting in our country. In October, the professional baseball team of your country will come to Japan, I hear. Besides listening to baseball matches over radio, we ourselves play baseball. I'm the third baseman of our team. Sometimes we play against other blind teams. Do you play baseball? If you want to know the rules of the blind baseball game, I will be glad to tell you the rules. I should like very much to hear about you and about your interests.

Yours sincerely,

Takehiko Hatada

EDUCATIONAL NEWS FROM THE FIELD - UNITED STATES AND ABROAD

Superintendent Langan of the Kentucky School, attended the UNESCO meeting in Paris, France, December 10-12, to advise Director General Bodet on the creation of a World Braille Council. Representatives from fifteen other countries were invited. Mr. Langan has promised a report for the next issue of the International Journal.

* * *

A conference for music directors and teachers of schools for the children in fourteen midwestern states was held at Missouri School for the Blind on October 25, 26 and 27.

The meeting was a part of a program of curriculum study and revision in schools for the blind, sponsored by the American Association of Instructors for the Blind. One of the highlights of the meeting was a session on opportunities for musically inclined children in the field of evangelistic music.

All present at this meeting felt that much was accomplished and that this meeting will lead to further advancement in the field of music at our National Meeting to be held in Louisville, Kentucky the latter part of July.

States represented at this meeting were Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Missouri, New Mexico, Ohio, Oklahoma, Tennessee, Texas and Wisconsin.

* * *

Missouri School for the Blind was hostess to the Kentucky and Illinois schools November 29 - December 3rd, in what is known as Girls Play Day. Each school is asked to send five representatives and these are supposed to be selected on the basis of personality and scholarship.

Kentucky started the idea for the mid-west in the fall of 1949 and was followed by Illinois the next year. The purpose of Play Day is to create a friendly feeling among the girls of the different schools and also encourage the girls to strive to maintain a high record in school.

As the idea grows we hope to increase our scope so as to include more of our neighboring states.

Anna M. Howell, Correspondent

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A Voice From Lebanon

Principal Salim Garbushian, writes from Lebanon:

This voice is speaking to you today of the school for the blind in Beirut. Situated as it is in the heart of the capital of Lebanon, the school is looked upon as a refuge and shelter to the blind boys who come mostly from villages surrounding Beirut, and from poor families. Here they come for comfort, guidance, education and spiritual help.

The education of the blind in this country has been more or less neglected. Those who were visually handicapped used to be idle, a constant burden on others and doing nothing but lamenting their ill fate. Nowadays the few who have been in school are able to earn their living, and moreover, they are well trained, in the four to six years that they spend at school, to be entirely independent. What is more, they learn how to read and write both Arabic and English. They are also taught geography, history, simple sciences and some basic mathematics. As to handwork, the boys mend and cane chairs, and make things such as baskets, brooms, stools and the like.

Inasmuch as the Braille system has been changed by the UNESCO meeting at Beirut February 16, 1951, the school finds itself in a critical situation. All the Arabic books we had are now of no more use to us, and no books in the new system are yet available. However, Arabic is left now to enable the boys to forget the old system so as to make it easier for them to learn the new system. Thus all their time and efforts are now given to the English language.

* * *

A two-day conference of principals and elementary school supervisors for the Baltimore County public schools was recently held at the Maryland School for the Blind. Earlier in the year the Public Health Nurses of Montgomery County had a one-day meeting at the school and in December the supervising teachers from Allegany County will meet here. Francis M. Andrews, the Superintendent writes, "We welcome such groups for it gives us a marvelous opportunity to demonstrate our work to other educators.

"This year we are using our new course of study in English which the teachers revised last year. At the present time we are busy on a revision of the course of study for arithmetic.

"We have found it necessary to ask for volunteer readers for the pupils attending public high school, who live here with us. The response to this appeal has been more than sufficient to fill our needs and the volunteers have taken their assignment seriously. If they find that they will not be able to be present, they have always sent a substitute. This type of service is greatly appreciated."

* * *

The Colorado School has enrollled to date seventy-one blind pupils — the largest enrollment the school has had for the past fifteen or twenty years.

Work is progressing on our new school building which will replace the old one destroyed by fire in March, 1950. However, we do not anticipate its completion before September 1952.

Through the help of the Lions State Blind Fund we are privileged to own two fine record players — (one with radio). These are being used to advantage by our first, second and third grades.

Charles E. Kaufman
Correspondent

* * *

Mrs. Dena Hill, our correspondent in Idaho, writes of "A New Challenge" from her classroom in the Idaho State School:—

"After teaching primary children in the public school for fifteen years, I launched out, into a new field — Teaching the Blind.

"I had not been in my new profession long, before I realized that a new step must be added to my "little red school house" qualifications, where love was the big key to success. In fact only one glimpse told me, besides gaining the love the child, I must add Courage. Courage on my part so that I might instill into the blind child Courage. That quality that cannot be bought in the market place or stored up in a locker box like money and brought out when needed. The Courage that must be generated in the heart.

"Someone has said, 'That he who can plant Courage in the human soul is the best physician. One must have in his own soul the will to achieve, if his to give heart to another.'

"It takes Courage to face handicaps and misfortune and ride through them to Victory.

"Life is an obstacle course for most of us. There is scarcely a student any where who has not some handicap, but I am thinking now of the blind. What courage it takes to face life with this handicap and make something good and beautiful out of it.

"The great question, How can I meet this challenge, is ever before me!

"Sometimes I feel like Daniel Boone when asked if he was ever lost. He replied, 'No but I was bewildered once for three days.'

" 'The people I serve are God's people who dwell there in the Shadows of Noonday. Bright is the light that shines above them; dark is the night in which they move. The spectrum is lost to these people, but its warmth cannot be wholly denied the touch of the human hand the pleasure of the palate, and the aroma of the rose — All of these are Theirs.' "

Classes moved out of basements and playrooms into a light modern school building Monday at Oregon State School for the Blind.

The $350,000 structure on Mission Street was 16 instruction rooms and a 300-capacity auditorium. It will be used exclusively for school purposes and can handle some 100 students.

The classes have been scattered since January, 1950, when the administration building was condemned except for basement and first floors, writes Superintendent Walter Dry.

The new building is characterized by large windows, good lighting and pleasant colors.

The reinforced concrete structure, brick-faced, has two stories and a small basement, where are located controls for heat from the central plant.

All floors have asphalt tile covering, while walls in corridors are faced with vitreous tile for easy maintenance. Ceilings are acoustically treated. Doors are veneered with natural birch, and most are deeply recessed into the walls to prevent collisions with open doors.

Each classroom has an adjoining activity room where a teacher may work specially with one or two pupils or where special projects can be carried on during classtime. Separate, adjustable seat-desk units are used in some rooms.

In addition there are such special purpose quarters as science room, complete with skeleton in the closet; music room, with six small soundproofed rooms for practice or use of "talking books:" solarium to grow plants so the children can more easily understand nature; studios for broadcasting programs within the building and for recording radio programs or books.

In addition to the library is a large room for more book storage.

The auditorium will serve as a dramatics workshop in helping the pupils to gain confidence and to relax for normal living.

* * *

G. S. Berryman writes about *A School for the Blind* in Southern Rodesia:

"A School for Blind," what a world of meaning there is in that, for is not such a place somewhere where idle hands can be taught to move and work in a useful way, and empty minds be filled with useful thoughts and knowledge, aimless lives brought into useful channels. Such is the meaning of the phrase, "A School for the Blind," and how much more does it mean to many here, where nothing of the kind exists, except the one place from which I am writing. Looking back over the short history of what is done for those who are so handicapped, what do we see?

Let us look into the past of twenty-three years ago, and let us go to a village that is built of mud huts, with grass thatched roofs and one room. Anxious looks are on the faces of the parents as they consider the problem before them. There has been no rain for months, wells are dry, rivers are low, the ground is hard as stone, the crops are dying, thirst and hunger are everywhere, but men must work and children must be reared, and the food is just not enough to go round. However there is one thing that can be done to ease the burden.

This child is blind. He cannot work, no woman will want him as a husband, he is quite useless, let us drown him. It will be one mouth less to feed, and it falls to the mother to do this tragic thing. A mother's love, though, will not allow her to do so, and another mother hears of it, a mother who knows the love of God, and that He will not sanction this thing. The other mother is a European Mother, a Missionary Mother, with a child of her own. She cannot sanction it either, so she has taken the boy, fed and clothed him, and taught him. For his sake she has learned to read Braille, taught him that, that he may read for himself.

From that noble act has grown the one thing that means so much to others similarly placed, the one School for the Blind in this country of Southern Rhodesia. Today eighty or more are now being taught, many have passed through the School. The boy is now a useful member of the community, as a Missionary to his people, the daughter is continuing her Mother's work as Principal of the School, and thus fittting others for usefulness and fullness of life.

BRAILLE WRITERS

The Danish A & S Braille Writer:

The 1952 model of the Danish A & S Braille Writer is now available in a new improved design, developed in cooperation with the Royal Danish Institute for the Blind in Copenhagen, and other leading European Institutes for the Blind.

The materials used are a special light alloy, with all moving parts and bearings made of steel to insure long life and smoothness of operation, enclosed in a unit construction that eliminates damage to the machine and affords protection to the operator. The dots are excellent. Each writer is equipped with a detachable aluminum plate that may easily be

fitted behind the carriage to facilitate reading up to the last character which has been written. The paper is inserted beneath a hinged holder on the roll and is locked in place by pins on the flap when the paper is rolled in. At the end of the page, the holder is released by means of serrated levers at each end of the roll. This makes it possible to reinsert the paper accurately. Both right and left margin stops are adjustable. Paper up to 9⅞ inches width may be used. There is a carriage release and a back-spacer. The machine is about 13½ inches wide, 10 inches deep and 4½ inches high. It weighs 7 lbs. with wooden base, complete with the sturdy case and felt pad for decreasing sound — 12 lbs. 2 oz. The A & S Braille Writers are well-known for their stability and durability. They are used in the Royal Danish Institute for the Blind as well as in all Danish schools for the Blind and are exported to many parts of the world. The first new 1952 model flown to the United States for demonstration is said to have been enthusiastically received by those attending a recent conference of workers for the Blind.

Herbert H. Beutler, from whom the writer may be purchased, 100 West 72nd Street, New York 23, New York, is the importer and sole distributor for the United States and Canada. The Price is $59.00 F.O.B. New York. Arrangements have been made to service the machine in this country.

The Perkins Brailler:

The Perkins Brailler embodies ideas never before applied to braillewriters. It is revolutionary in appearance and unique in operation.

Compactly built with nothing projecting on either side, even during operation, for the paper is held stationary, since there is no "carriage" in the conventional sense. The paper roller stays still during the brailling operation. The only moving part is the brailling unit and carries the embossing head from cell to cell across the page and this unit is returned to the left margin with the right hand while line spacing is accomplished by pressing a key with the left hand.

Every machine will be guaranteed against defective parts or defective workmanship for a period of twelve months. At the special rate of one cent per pound applicable to appliances for the blind returned for repairs, machines may be mailed back to the Howe Memorial Press for little cost.

The price is $70.00 F.O.B. Boston, Massachusetts (subject to change). Orders may be addressed to Edward J. Waterhouse, Howe Memorial Press, Watertown 72, Massachusetts, U. S. A.

The APH Model New Hall Braille Writer:

The APH Model New Hall Braillewriter is a medium-weight, relatively inexpensive machine which produces standard size Braille. Developed originally for use by the children and teachers in the schools and classes for the blind, the machine is easy to operate and quite rugged in construction. It has been equipped with a minimum of accessory parts in order to make it as simple to operate and trouble-free as possible.

Two models of this Braillewriter are available, which are identical in operation but having diffierent length carriages. The regular model employs a sheet no wider than 10¾" and writes up to 39 cells; the long-carriage model will accommodate a 11½" width page and will write 41 cells.

Each writer is mounted in a fibreboard carrying case, and the price of the case is included in the price list below:

Standard Model New Hall Braillewriter — $52.50 postpaid in U. S.

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